English 6

Basic Course Information

Course Number	5000632	**Subject Category**	Consultation
Class Format	Lecture	**Credit Type and Number of Credits**	1 credit
Date/Hours	Wednesday	**Student Category**	Year 2
Period of Study	Semester 2	**Classes per Week**	1
Required Materials	1) Rogers, R. (2016). *Navigate B2 upper-intermediate*. Oxford Uni.G.T 2) Zemach, D. E. & Stafford-Yilmaz, L. (2008). *Writers at work: The essay (Vol. 1)*. Cambridge University Press. 3) Ibbotson, M. 2010. *Cambridge English for engineering*. Cambridge University Press.		
Instructor	Miss Nanapat Thonnanderai		Miss Kewalee Saoncn

Course Objective

This course enables students to acquire and enhance English language skills in listening, speaking, reading, and writing from intermediate to upper-intermediate levels.

By the end of this course, students are able to do the following:

1) Deal with most situations likely to arise whilst travelling in an area where the language is spoken.
2) Use relative clauses, participle clauses and other intermediate grammatical structures correctly in the real context.
3) Understand most of the main points of videos or audio files selected.
4) Understand articles and reports about common topics.
5) Guess the meaning of new words.
6) Explain words, terms and how technology works, emphasize technical advantages, simplify and illustrate technical explanations.
7) Express their impressions of an event and consider advantages and disadvantages of items and situations.
8) Communicate effectively in professional situations of English.
9) Write reviews and comparison-contrast essays in formal style.

Evaluation/Rubrid	Most Level of Achievement Very Good	Standard Level of Achievement Good	Unacceptable Level of Achievement Fail
Assessment 1: Deal with most situations likely to arise whilst travelling in an area where the language is spoken.	Can fluently and appropriately solve several provided situations with the use of some correct English sentences.	Can solve the provided situations with the use of some correct English sentences.	Cannot use English sentences to solve the provided situations at all.
Assessment 2: Use relative clauses, participle clauses and other intermediate grammatical structures correctly in the real context.	Can fully use all units we learned in appropriate and correct contexts.	Can use some of the structures learned in sentences, but might make some unfamiliar uses of them.	Cannot use the new structures learned in appropriate and correct contexts at all.
Assessment 3: Understand long speech, most news, and the majority of video or audio files selected.	Can fully and correctly understand the long speech, most news, the majority of video or audio files, and be able to identify the specific information from the conversation (between 80 and 100%).	Can partly and correctly understand the long speech, most news, the majority of video or audio files, and be able to identify some parts of the specific information from the conversation (between 50 and 80%).	Cannot identify any parts of the specific information from the conversation the long speech, most news, understanding from the listening is below 50%.
Assessment 4: Understand articles and reports about common topics.	Can correctly and appropriately use intermediate-level strategies in reading and writing in English.	Can use some of intermediate-level strategies in reading and writing in English.	Cannot use any intermediate-level strategies in reading and writing in English at all.
Assessment 5: Guess the meaning of new words.	Can fully understand the strategy of context clues and be able to guess the meaning of new words.	Can understand the strategy of context clues, but might not be fully able to guess the meaning of new words.	Cannot understand the strategy of context clues or guess the meaning of new words at all.
Assessment 6: Explain words, terms and how technology works, emphasize technical advantages, simplify and illustrate technical explanations.	Can fluently and correctly explain the provided information, identify the advantages and clearly show the understanding of learned explanations.	Can partly explain the provided information, identify the advantages and show the understanding of learned explanations with some errors.	Cannot explain the provided information, identify the advantages or illustrate the understanding of learned explanations.
Assessment 7: Express their impressions of an event and consider advantages and disadvantages of items and situations.	Can express impressions of an event and consider advantages and disadvantages of items and situations with the appropriate use of English language.	Can express impressions of an event with the appropriate use of English language, but advantages and disadvantages of items and situations are lacked.	Cannot express impressions of an event and identify advantages or disadvantages of items in English language at all.
Assessment 8: Communicate effectively in professional situations of English.	Can fluently, appropriately and effectively use correct English language to communicate in professional situations.	Can use English language to communicate in professional situations with some errors in linguistic aspects.	Cannot use English language to communicate in professional situations at all.
Assessment 9: Write reviews and comparison-contrast essays in formal style.	Can write a well-developed writing, supported with reasons, evidence and facts, as well as examples and specific details. Most sentences are well-constructed and have varied structure and length with few or no linguistic errors in grammar, mechanics, capitalization and or spelling.	Can write a developed writing, supported with reasons evidence and facts, examples and details. Most sentences are well-constructed and have a similar structure and length with few errors that interfere with understanding.	Can write some writing presenting information and ideas, but the writing is not original, developed or supported. It lacks reasons, evidence, facts, and examples. Most sentences sound awkward, are difficult to understand.

Relationship with Learning Outcomes

Skill: Global awareness and communication ability with languages. English, Japanese, and Thai in order to work effective with others.

Skill: Creativity to make a new value with fusing the knowledge from various fields.

Skill: As an engineer, attitude to act with awareness of social roles and responsibility to make a better society.

Teaching Method

Outline:	This course enables students to acquire and enhance English language skills in listening, speaking, reading, and writing from intermediate to upper-intermediate levels. It provides students with an opportunity to acquire and practice all four skills in order to be able to deal with most situations likely to arise in real life needs. Most of the tasks given in this class require further exploring to deepen and broaden learners' knowledge. Moreover, learning activities are designed to support learners to collaboratively work in pairs and groups to improve on language skills and present them in both oral and written forms.
Class Format:	Lecture, discussion and group presentation are mostly used in the class. The classroom activities mainly focus on oral and written communication.
Please Note !	- The lesson can be changed according to appropriateness and learners' language acquisition. - Learning activities might be changed or other tasks might be assigned to maximize learners' language acquisition. - Late submission of any tasks will be resulted in score deduction.

Course Plan				Related MOO
Semester 2	**Contents and Method of Course**		**Goals**	
1st week	- Course syllabus explanation and discussion - Midterm task description		- Understand the course details and overviews of the course and tasks - Let students prepare themselves for midterm task.	
2nd week	Chapter 3: Comparison-Contrast Essays 3.1 Getting started - Think about the sample essay topic. - Read the sample essay. - Study the essay structure. - Select a topic. - Brainstorm. - Discuss your ideas with others.		- Identify the possible topics in comparison-contrast essays - Identify the comparison-contrast essay structure - Discuss ideas with others	⊕-G 1 8 ⊕-G 1 13 ⊕-G 1 18 ⊕-G 1 2 ⊕-G 2 3
3rd week	Chapter 3: Comparison-Contrast Essays 3.2 Focus on the skill - Consider the thesis statement. - Edit your brainstorming. - Add a sentence that show scope. - Make an outline. - Make an outline. - Use language for comparing and contrasting. - Write the first draft.		- Understand the structure of the thesis statements in comparison-contrast essays - Can create more similarities and contrasts of each situation - Can create correct outline of comparison-contrast essays - Write the first draft of comparison-contrast essays	⊕-G 1 8 ⊕-G 1 9 ⊕-G 1 12 ⊕-G 1 2 ⊕-G 2 3
4th week	Unit 8: Old and new 8.1 Getting started - Vocabulary: smart technology - Grammar: relative clauses - Video: vox pops 8		- Identify the grammar and vocabulary related to smart technology - Can create short sentences using the use of relative clauses.	⊕-G 1 5 ⊕-G 1 4 ⊕-G 1 9 ⊕-G 1 13 ⊕-G 1 11
5th week	Unit 8: Old and new 8.2 Use it, See it, Say it - Grammar: participle clauses - Vocabulary: describing people - Pronunciation: pauses in relative clauses		- Use vocabulary related to describing people in the correct correctly and appropriately - Use participle and appropriate grammatical structures to create participle clauses. - Can pronounce and make the correct pauses in relative clauses.	⊕-G 1 11 ⊕-G 1 3 ⊕-G 1 8 ⊕-G 1 13 ⊕-G 1 20
6th week	Holiday			
7th week	Unit 8: Old and new 8.3 Vocabulary and skill development - Vocabulary: adjectives + dependent prepositions - Listening: listening for stressed words		- Identify and use vocabulary with the structure adjectives + dependent prepositions in the appropriate contexts - Understand the word stress in English - Identify the stressed words from the listening.	⊕-G 1 3 ⊕-G 1 5 ⊕-G 1 12 ⊕-G 2 7 ⊕-G 4 10
8th week	Unit 8: Old and new 8.4 Speaking and writing - Speaking: giving your impressions of an event. - Writing: a review 8.5 Video Traditional gifts		- Express oral impressions of the provided situations - Write a review to express opinion on the provided situations	⊕-G 1 12 ⊕-G 1 14 ⊕-G 1 14 ⊕-G 1 4 ⊕-G 1 6
9th week	Holiday			
10th week	Midterm exam		- Understand the dialogue and identify the main idea and specific information - Use vocabulary and structures learned in appropriate and correct contexts - Understand the texts and make inferences	⊕-G 1 3 ⊕-G 1 4 ⊕-G 1 8 ⊕-G 1 9 ⊕-G 1 10 ⊕-G 1 2
11th week	Midterm exam answer checking		- Discuss and explain the correct answers of the test	⊕-G 1 3 ⊕-G 1 4 ⊕-G 1 8 ⊕-G 1 10 ⊕-G 1 11
12th week	**Presentation week**		- Midterm task presentation. Present and comment on each group task.	⊕-G 1 2 ⊕-G 1 12 ⊕-G 1 13 ⊕-G 1 17 ⊕-G 1 20
13th week	Unit 1: Technology in use Skill: Describing technical functions and explanations - Vocabulary: words derivating from use, allow, enable, permit, ensure, prevent - Listening: GPS applications Skill: Explaining how technology works - Vocabulary: Verbs to describe movement - Reading: Space devotions: preparing for takeoff		- Understand the main ideas and detailed listening to describe technical functions and explanations - Identify and use vocabulary related to GPS applications and verbs to describe movement - Understand the provided reading and listening to identify how technology works	⊕-G 1 5 ⊕-G 1 6 ⊕-G 1 9 ⊕-G 8 20 ⊕-G 7 17
14th week	Unit 1: Technology in use Skill: Explaining how technology works - Listening: Jarvis 328 Skill: Describing technical advantages - Vocabulary: Verb + adjectives to describe advantages, verbs + adverbs emphasis - Reading: G-Shock Unique Tech Watch		- Understand the main ideas and detailed listening to explain how technology works - Identify and use verbs and adjectives to describe advantages and adverbs to emphasis emphasis - Understand the provided reading and listening to identify how to describe advantages and how to emphasis technical advantages.	⊕-G 1 3 ⊕-G 1 5 ⊕-G 1 9 ⊕-G 1 12 ⊕-G 8 20 ⊕-G 7 17
15th week	Unit 1: Technology in use Skill: Explaining technical advantages - Listening: Stefan's talk Skill: Simplifying and illustrating technical explanations - Vocabulary: Phrases for simplifying and rephrasing - Reading: Rip foundations - Listening: A guided tour of the site		- Understand the main ideas and detailed listening to describe technical advantages - Identify and use vocabulary related to phrases for simplifying and rephrasing - Understand the provided reading and listening to identify how to simplify and illustrate technical explanations	⊕-G 1 3 ⊕-G 1 6 ⊕-G 1 9 ⊕-G 1 12 ⊕-G 7 17
16th week	Unit 2: Say It Your Way Page 1: Greetings and farewells: good or bad? - Vocabulary: Greetings and farewells - Pronunciation: Skill: compound words - Review		- Identify and use vocabulary related to the greetings and use the appropriate contexts - Understand the main ideas and detailed listening and identify the specific information - Use the texts and the listening effectively.	⊕-G 1 3 ⊕-G 1 12 ⊕-G 1 13 ⊕-G 1 4 ⊕-G 2 7
17th week	Holiday			
18th week	Unit 2: Say It Your Way Page 1: Small and Smallness: good or bad? - Vocabulary: Adjectives with prefixes and suffixes - Pronunciation: Skill: compound words - Review		- Explain words and terms clearly - Make source compound words correctly - Review all learned contents and provide feedback to students which are unclear to students	⊕-G 1 3 ⊕-G 1 6 ⊕-G 1 13 ⊕-G 1 14 ⊕-G 1 15
19th week	Final exam		- Understand the dialogue and identify the main idea and specific information - Use vocabulary and structures learned in appropriate and correct contexts - Understand the texts and make inferences. - Express opinions about the provided topics in the form of a formal comparison-contrast essay.	⊕-G 1 3 ⊕-G 1 8 ⊕-G 1 12 ⊕-G 1 13 ⊕-G 1 18 ⊕-G 1 20
20th week	Final exam answer checking		- Discuss and explain the correct answers of the test	⊕-G 1 3 ⊕-G 1 8 ⊕-G 1 18 ⊕-G 1 19 ⊕-G 1 20

Continue

	Evaluation	Assessment	Weight Evaluation/Assessment criteria	Weight	Portfolio	Critical
Name: Adidy						
Student Signature: Date:						
Name Secretary: Date:						